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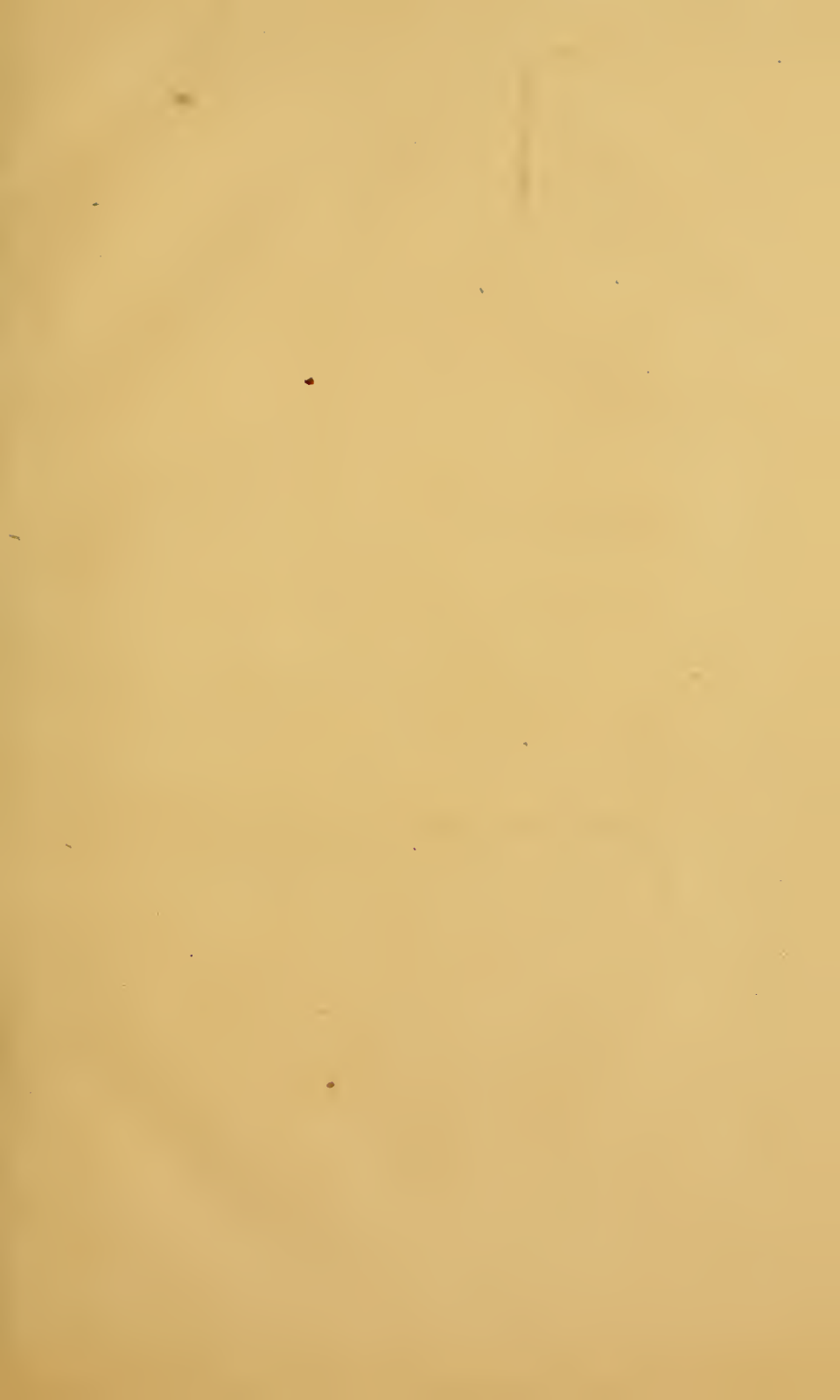
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UNITED STATES OF AMERICA.





MR. BOUTON'S
A D D R E S S ,

BEFORE THE

New-Hampshire Historical Society.

THE HISTORY OF EDUCATION IN NEW-HAMPSHIRE.

A

DISCOURSE,

DELIVERED BEFORE THE

NEW-HAMPSHIRE

HISTORICAL SOCIETY,

AT

THEIR ANNUAL MEETING IN CONCORD,

JUNE 12, 1833.

BY NATHANIEL BOUTON.

What will become of your republican governments, if they are not nurtured by public education, and strengthened by public virtue?

Dr. Belknap's Elec. Sermon, 1785.

CONCORD,

MARSH, CAPEN AND LYON.

1833.



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***New-Hampshire Historical Society,
12 June, 1833.***

Hon. MATTHEW HARVEY, President, in the
Chair.

Voted, That the thanks of the Society be pre-
sented to the Rev. NATHANIEL BOUTON for the
Discourse delivered by him this day before the
Society, and that he be requested to furnish a
copy for publication.

M. EASTMAN, *Rec. Secretary.*

DISCOURSE.

*Mr. President, and
Gentlemen of the Historical Society—*

THE brief hour which I have the honor, by your appointment, to occupy this evening, shall be devoted to the HISTORY OF EDUCATION IN NEW-HAMPSHIRE: a subject which however little it may flatter our vanity, inspire admiration of native genius or enkindle literary enthusiasm; may yet claim this solid advantage—it will show one essential part of the foundation on which our free Institutions rest, teach us to venerate the character of our ancestors, and point out some of the most important duties which we owe to posterity.

The system of education now prevalent in New-England is the offspring of the personal character and of the civil and religious polity of the first settlers. To give therefore the history of education in a particular State, we must revert to the original settlers and ascertain the motives which governed them.

If then we ask, first, what induced the Puritans in Holland; and next, what, those in England of the Massachusetts colony, to emigrate to this country—the answer is one. It was chiefly to enjoy and propagate their religion; but next to this and subsidiary to it, *it was to educate their children*. One reason which determined the Puritan pilgrims upon a removal from Leyden was; ‘that the place being of great licentiousness and

liberty to children; they could not educate them, nor could they give them due correction without reproof or reproach from their neighbors.' Among the general considerations for the plantation of New-England, Cotton Mather mentions 'Fifthly—the schools of learning and religion are so corrupted, as (besides the unsupportable charge of education) most children, even the best and wittiest and of the fairest hopes, are perverted, corrupted, and utterly overthrown by the multitude of evil examples and licentious behaviours in these seminaries.'* Though the object of the Company of Laconia—of Mason and Gorges—was different from that of the Puritans; though Thompson and the Hiltons who began the settlements at Dover and Portsmouth, came over to cultivate the vine, to fish and to trade; yet as the subsequent history will show, the views of the Plymouth and Massachusetts colonists extended their influence to these places.

In tracing the History of Education in New-Hampshire, it may conduce to order and perspicuity to mark it into distinct periods.

I. The first from 1623 to the close of the union with Massachusetts in 1680. Respecting the

*To obviate the necessity of frequent references, I would state that the facts contained in this discourse have been collected chiefly from the subjoined authors; and if the quantity of labor bestowed upon *raw material* can in any case confer right of property, I may be excused from giving credit by the usual marks of quotation, for the numerous facts to which I am indebted to others.

Winthrop's New-England, 2 vols.
Morton's New-England Memorial.
Prince's Chron. Hist. New-England.
Holmes's Annals of America, 2 vols.
Belknap's New-Hampshire, 3 vols.
Adams's Hist. Portsmouth.
Trumbull's Hist. Connecticut, 2 vols.
Mather's Magnalia, 2 vols.
Collections of Mass. Hist. Soc. 23 vols.
Collections of N. H. Hist. Soc. 3 vols.
Collections of Maine Hist. Society.
MS. and printed Laws of N. H.
Dwight's Travels in N. E. 4 vols.
American Quarterly Register, 4 vols.
American Journal of Education.
Snow's History of Boston.
Allen's Biographical Dictionary.

Farmer's Register of N. E. Settlers.
New-Hampshire Register, 1800—1833.
Farmer and Moore's N. H. Gazetteer.
College Catalogues.
Connecticut Code of Laws, 1650.
Report on Manual Labor in Literary institutions.
MS. Records in Secretary's Office.
MS. Records of Convention of N. H. Ministers.
Several valuable notes from John Farmer, Esq.
Correspondence.
Felt's Annals of Salem.
Dodd's East-Haven Register.
Deane's Hist. Scituate.
Ancient Charters.

period from 1623 to '41 when the union was formed, we have not a solitary fact which shows that the subject of education received any attention in this Colony. As however some intercourse was kept up with Massachusetts, and the same religious views prevailed among a portion of the people, we may presume that the regulations adopted by the former, had some influence here.

One of the earliest legislative acts of the Massachusetts colony, was the following: 'Forasmuch as the good education of children, is of singular behoofe and benefit to any Commonwealth; and whereas many parents and masters are too indulgent and negligent of their duty in that kind:

'It is therefore ordered by this Courte and authority thereof, that the selectmen of every towne, in the several precincts and quarters where they dwell, shall have a vigilant eye over their brethren and neighbours; to see, first, that none of them shall suffer so much barbarisme in any of their families, as not to indeavor to teach by themselves or others, their children and apprentices, so much learning as may inable them perfectly to read the English tongue, and knowledge of the capitall lawes.'*

In 1635, *free schools* were commenced in Boston. On their town records, 13 April, 1635, we find it 'agreed upon, that our brother Philemon Purmont shall be entreated to become schoolmaster for the teaching and nurturing children with us.' Next year, a sum was raised 'towards the maintenance of a free schoolmaster, Mr. Daniel Maud being now also chosen thereunto.' The compensation was 40 pounds, which was raised by subscription. Gov. Vane and two others subscribed 10 pounds each, and others ac-

This Law was adopted in the Connecticut code of 1650; and enforced "upon penalty of 20s. for each neglect therein."

cording to their ability ; some 30s. and others as low as 4s.

The names of Purmont and Maud as schoolmasters in Boston, connect the history of education in New-Hampshire with that of Massachusetts. For Purmont removed with John Wheelright to Exeter in 1638, and Maud was called from Boston to be minister of Dover in 1642.

During the union of New-Hampshire with Massachusetts from 1641 to '80 their government and laws were one. In the absence therefore of particular facts respecting education in this colony, we must refer to the spirit of the times and especially to the laws of the Great and General Court which were then in force.

It is then most gratifying to find that the example of free schools set by Boston, was speedily followed by other and smaller towns. In the subject of schools, both rulers and ministers felt a deep interest ; and schoolmasters were a 'commodity in great demand and eagerly sought. Thomas Lechford, an eminent lawyer, in a letter to Gov. Winthrop, 1640, says, 'consider how poorly your schools goe on. You must depend upon England for help of learned men and scholars, bookes, commodities infinite almost.' Gov. Thomas Dudley in a letter to his son-in-law, John Woodbridge, 1642, says, 'there is a want of schoolmasters hereabouts—and I conceive you to be better fitted for the ministry, or for teaching a school than for husbandry.' In 1644, the town of Dedham devoted a portion of their lands to the support of schools ; but before the lands could be productive, they raised in various ways the sum of 20 pounds to hire a schoolmaster. The same year, 30 September, the town of Salem ordered 'that a note be published on next Lecture day, that such as have children to be kept at school, would bring in their names, and what they will

give for one whole year ; and also that if any poore body hath children or a childe, to be put at schoole and not able to pay for their schooling, that the towne will pay it by a rate. In 1645 "divers free schools were erected," in Roxbury and elsewhere, 'for the maintenance whereof, every inhabitant bound some house or land for a yearly allowance, or paid an annual subscription in money or other things.'

Already too, 1638, a college was established at Cambridge ; that 'so schollars might there be educated for the service of Christ and his churches in the work of the ministry, and that they might be seasoned in their tender years with such *principles* as brought their blessed progenitors into this wilderness.' In this college all New-England felt a common interest : and it was recommended to the several colonies in 1645, to raise by way of voluntary contribution, one peck of corn or twelve pence money or other commodity, of every family, 'that so the college may have some considerable yearly heape towards their occasions.' In this liberal contribution* we doubt not New-Hampshire bore her part.

While the interest in the college and in free schools was so deeply felt, the Great and General Court in 1647, enacted their first law to establish town schools. The reasons for the law as set forth in a preamble, are characteristic of the age ; but worthy of the men who were then laying the foundations of many generations :

"It being one chiefe project of that old deluder, Sathan, to keep men from the knowledge of the Scriptures, as in former times, keeping them in an unknowne tongue, so in these latter times, by perswading them from the use of tongues, so that at least, the true sence and meaning of the

* I say *liberal*, for a peck of corn or 12 pence money from each family now in New-Hampshire, would raise the yearly sum of \$7,500.

originall might bee clouded with false glosses of saint seeming deceivers; and that learning may not bee buried in the grave of our forefathers in church and commonwealth, the Lord assisting our indeavors :

“ It is therefore ordered by this Courte and authority thereof, That every towneshipp within this jurisdiction, after that the Lord hath increased them to the number of fifty howsholders, shall then forthwith appointe one within their towne, to teach all such children as shall resorte to him, to write and read; whose wages shall be paid either by the parents or masters of such children, or by the inhabitants in generall, by way of supplye, as the major parte of those who order the prudentials of the towne shall appointe; provided, that those who send their children, bee not oppressed by paying much more than they can have them taught for in other townes.

*“ And it is further ordered, That where any towne shall increase to the number of one hundred families or howsholders, they shall sett up a grammar schoole, the masters thereof, being able to instruct youths so far as they may bee fitted for the university: and if any towne neglect the performance hereof, above one yeare, then every such towne shall pay five pounds per annum, to the next such schoole, till they shall performe this order.”**

Let it be borne in mind, that Portsmouth, Dover, Hampton and Exeter, then the only towns in New-Hampshire, were under the jurisdiction of Massachusetts. To these of course the above law extended, so far as they had the requisite number of families. The number of legal *voters* in Portsmouth, 1680, was 71; in Dover, 61; in Hampton 57, and in Exeter 20. We may there-

* This Law was adopted into the Connecticut code of 1650, from which the above was copied.—Comp. Journal of Ed. vol. 1. p. 607.

fore, presume that schools were kept in at least three of these towns, during this dark period of our history.

How reasonable, moreover, is it to presume that our brother Philemon Purmont did not give up his vocation of 'teaching and nurturing children,' upon his removal to Exeter—and that Mr. Daniel Maud, who was schoolmaster in Boston, probably six years, did not neglect to instruct the children of his flock, during the fifteen years, in which he was the 'honest, quiet, and peaceable minister' of Dover. The character of New-Hampshire ministers, in that period, favors the opinion that education was not neglected. Mr. James Parker who officiated in Portsmouth, 1643, was 'a godly man and a scholar.' Of the Rev. Timothy Dalton, minister in Hampton from 1639 to 1661, a poet of his day sung,

'Dalton doth teach perspicuously and sound.'

His successor, Rev. Seaborn Cotton, was a thorough scholar and a diligent student—the first graduate from Harvard College who settled in the ministry in New-Hampshire. Rev. Samuel Dudley of Exeter from 1650 to '83, was 'of good capacity and learning.' Rev. John Reyner of Dover, from 1657 to '69, 'was a wise orderer of the affairs of the church, and had an excellent talent of training up children in a catechetical way, in the grounds of the christian religion.' But above all the rest, the Rev. Joshua Moodey of Portsmouth, from 1658 to 1697,* was 'a person whom an eminency both in *sense* and in *grace* had made considerable.' At his death, says Mather, 'the Church of *Portsmouth*, (a part of the country that very much ow'd its *life* unto him!) cries out of a deadly wound. His labours in the gospel

*He was assistant minister in Boston from 1684 to '92; then returned to Portsmouth, but he died in Boston while on a visit there 4 July 1697, *Æt.* 64.

were frequent and fervent ; whereof the *press* hath given some *lasting*, as the *pulpit* gave many *lively* testimonies.* He wrote more than four thousand sermons ; and was so eminent for learning and piety, that he was invited to the presidency of Harvard College. From his friends and admirers he received the honorary title of *angelical doctor*.

Another fact shows still more clearly the interest felt in the subject of education, during this period. In 1669, a general collection or subscription was proposed to be taken through the Colonies, to aid in erecting a new edifice for Harvard College. Portsmouth “which was now become the richest” town in this Colony, made a subscription of sixty pounds annually for seven years ; Dover gave thirty two pounds ; and Exeter ten. With their subscription, the inhabitants of Portsmouth sent an address to the General Court of Massachusetts, in which they say, ‘though we have artieled with yourselves for exemption from public charges, yet we have never artieled with God and our own consciences for exemption from gratitude ; which to demonstrate, while we were studying, the loud groans of the sinking College in its present low estate came to our ears ; the relieving of which we account a good work for the house of our God, and needful for the perpetuating of knowledge both civil and religious, among us, and our posterity after us.’*

II. We have now reached the second period in our history—from 1680 to the adoption of the State Constitution in 1783.

That the knowledge of our rulers and public men was quite limited in science, may be inferred from the circumstance, that in the proclama-

* See the whole of this admirable Address in Farmer’s Belknap. Appendix. Vol. 1. 439, 440.

tion for a Fast, 1681, they mention as one reason for it, "that *awful portentous blazing star*, usually foreboding sore calamity to the beholders thereof." And that the acquirements of the people generally were small, seems evident from the fact that a petition for protection against the Indians presented to the Court of Massachusetts 1690, signed by 374 inhabitants of New-Hampshire; 90 or nearly one fourth of the whole made their *marks*, being probably unable to write their names.

But amidst the terrors and distresses of that most sanguinary war with the French and Indians from 1689 to '98, it is pleasing to find the General Assembly of New-Hampshire, which had now become a separate province, regardless of education. In the *first* law which we find on the subject, 1693, it is 'enacted and ordained, that for the building and repairing of meeting houses, ministers' houses, school houses, and allowing a salary to a schoolmaster in each town within this Province, the selectmen, in the respective towns, shall raise money by an equal rate and assessment upon the inhabitants—and every town within this Province (Dover only excepted during the war) shall from and after the publication hereof, provide a schoolmaster for the supply of the town, on penalty of ten pounds; and for neglect thereof, to be paid, one half to their Majesties, and the other half to the poor of the town.'

The second law, 1714, was the same as the foregoing in its provisions, but made no exception in favor of Dover. The third, 1719, ordained that every town having 50 householders or upwards, shall be constantly provided of a schoolmaster to teach children and youth to *read and write*; and in every town of 100 householders, a grammar school also shall be kept by 'some discreet person, of good conversation, well instructed in the tongues.' The selectmen were

empowered to agree with such schoolmaster for salary, and to raise money by way of rate upon the inhabitants to pay the same. The penalty upon towns for neglect was 20 pounds, to be paid 'towards the support of schools within the Province, where there may be the most need.' The fourth law, 1721, evinces a still deeper interest in the subject:—'Whereas the selectmen of sundry towns often neglect to provide Grammar Schools, for their respective towns, whereby their youth lose much of their time, to the great hindrance of their learning: for remedy whereof, be it enacted, That not only each town, but each *parish* of 100 families, be constantly provided with a Grammar School; and if any town or parish is destitute of a Grammar School for the space of one month, *the selectmen* shall forfeit and pay out of their own estates the sum of twenty pounds, to be applied towards the defraying the charges of the Province.'

These laws continued in force till the adoption of the Constitution. How far they were obeyed, and what advance was made, in these respects, in education, are matters of curious and interesting inquiry.

It must then be recollected, that during the period under review, the settlements in New-Hampshire were greatly multiplied. Instead of 4 towns fringing the eastern border of the State, about 170 were incorporated, and a sparse population spread over the interior. It was also a period of uncommon danger, distress and commotion. Under the tyranny of Cranfield and Andros, the minds of the people were chafed, and insurrections arose. The 'decennium luctuosum' ten years war with the French and Indians, in the reign of William the third, was the most terrible and bloody, ever before experienced; next, the controversy with Allen and his heirs, agitated the

Province; wars succeeded wars, at Cape Breton and Canada; the whole extent of our frontiers was a scene of depredation and carnage; controversies run high with Massachusetts respecting boundaries; the heirs of Mason revived and prosecuted their claims; lands westward on Connecticut river, were matter of violent debate; and finally the Revolution came on, which for the time engrossed and swallowed up all other interests.

Yet in these troublous times, the laws respecting education were as much as possible enforced. Grand Jurors were sworn to present all breaches of law and the want of schools in particular. When frontier towns petitioned for exemption from obligation to maintain a Grammar School, the indulgence was granted only on condition 'that they should keep a school for reading, writing and arithmetic, to which all towns of 50 families were obliged.' But, as there were less than fifty families in a large portion of the towns and the inhabitants exceedingly scattered, schools were greatly neglected. Many children were taught all that they ever knew of reading and writing at home.* Arithmetic was studied without a book—the master setting the sums and giving the rules. On this point the testimony of aged people perfectly agrees. Samuel Welch, who was born in Kingston, 1710, and died in Bow, 1823, aged 112 years, was visited in his old age, and asked, 'When you were young did you attend schools constantly?' 'No. I never went to school but one winter; then I had to go two or three miles and was almost tired to death when I got home.' 'What books were then used in the school?' 'The Testament and Psalter.' 'Had you no spelling books?' 'No.' A venerable mat-

*Jonathan Eastman, Esq. of this town, now 87 years of age, says that his parents taught him to read when they lived in a fort, and that he learned to write on *birch bark*.

ron,* now 100 years old, whose memory is remarkably tenacious and accurate, says she attended a master's school only a few months, when young, and read in the New-England Primer, the Testament and Psalter. The Bible was the reading book for the first or most advanced class. The scholars were spelled from the lessons which they read. They had not any printed Arithmetic.

The first spelling book ever generally used in New-Hampshire was that of the famous school-master, THOMAS DILWORTH. It was published in England 1740 ; and was introduced here about 1770. Dilworth's spelling book was ushered into the world as being a great improvement upon all former elementary books. In his preface he says, 'In the several *praxes* or *lessons* of *monosyllables* hitherto published in our *mother tongue*, instead of rising *step* by *step*, children are taught to *jump* before they can go ; and if they prove incapable to take such long *strides*, as reach sometimes from *monosyllables* of *two*, to others of *seven* or *eight* letters before they are informed of those that come between ; they must be *thumpp'd* and *lugg'd* forward, without being once instructed in the right knowledge of the most common and useful parts of our tongue.' The merits of this spelling book were certified by Doctors of Divinity, learned Professors of Colleges and sundry Schoolmasters in England ; and even the Muse sung in praise of its author :

" What thanks, my friend, should to thy care be given
Which makes the paths to *science* smooth and even !
Henceforth our youth, who tread thy flow'ry way,
Shall ne'er from rules of proper *diction* stray :
No more their speech with barb'rous terms be fill'd,
No more their pens a crop of nonsense yield :
But chosen words in due arrangement stand,
And sense and eloquence go hand in hand."

*Mrs. Elizabeth Haseltine, born in Concord, July 1, 1733, O. S.

It is due to Dilworth, to remark that as his spelling book was then in advance of all elementary books that had preceded it ; so it is our opinion, that very little improvement upon the plan and arrangement of it has since been made.— Even the spelling books of Webster* and Marshall, have few excellencies over Dilworth's, except that they are modern and American.

Two things, during the period under review, deserve special notice. *First*, the grant of lands in most of the incorporated towns for the support of schools. After an extended examination of records, my belief is, that all grants made by the Masonian proprietors, by Massachusetts and by John Wentworth, 2d, reserved one lot or share in each town for a school. But there were exceptions to this in the numerous grants made by our "trusty and well-beloved Benning Wentworth, Esq." During his administration, there was a triple union, of the state, the church and himself ; —of which HE however, was the most considerable part. The charters, which were issued in the name of George the second, by the grace of God, King, &c., 'by and with the advice of our trusty and well-beloved Benning Wentworth, Esq. Governor and Commander-in-Chief of our Province of New-Hampshire,' reserved the *pine trees* for the use of our royal navy ; 500 acres or two shares for his excellency Benning Wentworth, Esq. ; one whole share for the incorporated society for the propagation of the gospel in foreign parts, one whole share for the first settled minister ; one whole share for the ministry of the church of England by law established, and sometimes, though not always, 'one share for a school forever.'†

* Note A.

† There is no mention of a share for a school in the charters of Holderness, Chesterfield, Westmoreland, Walpole, Keene, Charlestown, Westminster, and most of those granted in Vermont.

The *second* thing worthy of notice, is the interest which was taken in the establishment of a College. The Convention of Congregational Ministers in New-Hampshire at Somersworth, 26 Sept. 1758, 'taking into consideration the great advantages which may arise to church and state from the erecting an Academy or College in this Province, unanimously *voted*,' to petition his Excellency Benning Wentworth for a charter. The petition was presented: in which they say, "we beg leave to present a request to your Excellency in behalf of literature; which proceeds not from any private or party views in us, but our desire to serve the Government and Religion, by laying a foundation for the best instruction of youth." The petition however was not granted, on account, as it is believed, of his Excellency's interest in the Church of England.* Notwithstanding this defeat, next year the Convention appointed Rev. Messrs. Joseph Adams, James Pike, Ward Cotton, Samuel Parsons, Nathaniel Gookin, Samuel Langdon and Samuel Haven, a Committee 'to do every thing which to them shall seem necessary in the aforesaid affair, and moreover to consult upon other measures for promoting the education of youth and the advancement of good literature in the Province.'

Under the administration of Gov. John Wentworth, "who was," says Dr. Dwight, "the greatest benefactor to the Province of New-Hampshire, mentioned in its history," Dartmouth College was founded, 1769. Wentworth invited Dr. Wheelock to locate his College within the Province, approved of Hanover as the spot, gave a charter of incorporation, and lands to endow it, to the amount of 44,000 acres. Three hundred and forty pounds sterling were also subscribed in

* 'Unless the College should be put under the Bishop of London.'—*Allen's Amer. Biography*.

the Province, to be paid in labor, provisions and materials for building. In 1771, an act was passed, with the preamble, 'whereas, the making of a road to Dartmouth College, will greatly promote the design of that valuable institution,' 'Be it therefore enacted—That there shall be a road laid out three rods wide and made passable, from the Governor's house in Wolfeborough, to Dartmouth College in Hanover.' The college went into successful operation under the auspices of the Governor and Council, the assembly and ministers in the Province; the first Commencement was held in 1771, and degrees conferred on four students.

The valedictory orator of college,* at the commencement 1779, alluding to the interruption of study occasioned by the Revolution, exclaimed: "How sad are the consequences when a people unite to neglect the propagation of education! Not to mention the many instances of the kind recorded in history; our eyes have seen, our ears have heard and our fathers have told us, how education exalted the land of their nativity! But alas! those halcyon days are over and gone; and we feel the dire effects. Else what meaneth this din of war in our land, with garments rolled in blood—this train of Britain's artillery put in array against us? those lightnings that flash from her brazen batteries, and the thunders that break from those smoky columns, with storms pregnant with leaden hail, promiscuous instruments of death!" The same orator paid a tribute of respect and affection to the memory of Dr. Wheelock who deceased that year. "He was particularly eminent in his zeal to promote education, and for spreading the savour of true religion in this land.—

* Rev. Samuel Wood, D. D. of Boscawen, who entered his 82d year on the 22d May, the present year. This oration was printed. Dr. Wood has kindly sent me a manuscript copy of it.

There centered in him those rare endowments that rendered him truly great in each character he sustained. As we reflect on this affecting scene of mortality, our minds look back to April 24th of the present year :—then O Dartmouth ! thy foundations shook and thy pillars trembled ! for he, whom God honored as thy founder and president, closed his eyes upon the light of life ! Weep— for thy sons shall no more hear his pleasant voice !”

III. The third period of our history—from 1783 to the present time, was ushered in by a sentiment worthy of a free and sovereign State. It is the voice of the PEOPLE THEMSELVES on the subject of education, expressed in the form of government of their own adoption. ‘Knowledge and learning, generally diffused through a community, being essential to the preservation of a free government, and spreading the opportunities and advantages of education, through the various parts of the country, being highly conducive to promote this end ; it shall be the duty of the legislators and magistrates, in all future periods of this government, to cherish the interests of literature and the sciences, and all seminaries and public schools, to encourage private and public institutions, rewards and immunities for the promotion of —— sciences and natural history.’

In accordance with this WILL OF THE PEOPLE, the very same year 7th Nov. 1783, the General Court passed an act for the encouragement of literature and genius, and for securing to authors the exclusive right and benefit of publishing their literary productions for twenty years. Henceforward too, their acts in favor of schools were liberal and progressive in their requirements. The first, 1789, repealed all former laws respecting schools, because they were found not to answer the important end for which they were made ; and empowered selectmen to assess the inhabitants—

but not non-residents—of the respective towns, according to their polls and rateable estates, at the rate of five pounds for every twenty shillings of their proportion—equal to 5,000 pounds for the whole State. ‘The money thus raised to be expended for the sole purpose of keeping an English grammar school, or schools for teaching reading, writing and *arithmetic*; but in each shire or half shire town, the school kept shall be a grammar school for the purpose of teaching the Latin and Greek languages, as well as the aforesaid branches.’ This law also required each school master to produce a certificate of being well qualified, from some able and respectable school master, and learned minister, or preceptor of some academy, or president of some college: and moreover laid a penalty on the selectmen, of the full sum which they should be delinquent ‘in assessing, seasonably collecting and duly appropriating’ for the aforesaid purposes.

The second law, 1791, assessed seven pounds ten shillings, instead of five pounds, on every twenty shillings of the proportion:—equal to 7,500 pounds for the State.

The third law, 1805, empowered towns to divide into school districts; districts to raise money by tax for erecting, purchasing and repairing school houses; and gave the right to all qualified town voters, to vote in district affairs.

The fourth law, 1807, raised the assessment on polls and rateable estates, including the estates of non-residents, to 70 dollars for every dollar of the proportion—to be expended in schools for teaching reading, writing, and arithmetic—and repealed the law requiring shire and half shire towns to keep a grammar school for Latin and Greek;—on the ground, it is presumed, that academies were at this time established in which these languages were taught to better advantage.

The fifth law, 1808, required the money raised by tax, to be expended in teaching *the various sounds and powers of the letters in the English language*, reading, writing, *English Grammar*, arithmetic, *Geography*, and such other branches as it may be necessary to teach in an English school. The law also allowed school mistresses to dispense with arithmetic and geography, and to teach such other branches of female education, as are deemed necessary in schools under their tuition. Moreover in addition to usual certificates, it required of teachers a certificate of good moral character, from the selectmen or minister of the place where they resided; made it the duty of towns at their annual meeting, to appoint three or more persons who should visit and inspect schools, at such times as should be most expedient, and in a manner 'conducive to the progress of literature, morality and religion.' This law, further, allowed districts to purchase and hold so much land as is necessary for 'a school house—such other buildings and such yards, as may be needed for their accommodation.'

The sixth law, 1818, raised the school tax to 90 dollars for every one dollar of the proportion—being equal to 90,000 dollars for the State.

The seventh law, 1827, is far in advance of all that preceded it. It comprises all the valuable provisions of preceding laws, is drawn up not only with legal skill, but classic taste; not only correct in form, but beautiful in rhetoric, and persuasive in eloquence.* In addition to the provisions of all

* The Standing Committee on Education, in the House of Representatives, 1827, consisted of Messrs. Daniel M. Christie, Daniel Oliver, John Kelly, Abraham Hinds, Samuel C. Bartlett, James B. Thornton, and Asa Sawyer.

'June 8. On motion of Mr. HARPER, *Resolved*, That the Committee on Education enquire into the expediency of passing a law, embracing the whole subject of education in our primary schools; the amount of money to be raised; the dividing towns into districts; providing for school committees; the qualifications of instructors; proportioning the money to the several districts; building of school-houses, and repealing the several acts and parts of acts, now in force on that subject, and that they report thereon.'

'June 22. Mr. OLIVER, from the committee on Education—reported a bill, en-

former laws, it requires the appointment annually of a superintending school committee, of not less than three nor more than five, to examine teachers, to visit and inspect all schools in their respective towns, twice a year; to use their influence and best endeavors that the youth in the several districts attend school; to direct and determine class books, provided that they favor not any religious sect; and to present a written report to the town, each year, stating the time each school has been kept, the whole number of scholars, the progress made in the various branches, the number of children between four and fourteen that have not attended, and between fourteen and twenty-one that cannot read and write. The law also provides that scholars shall be well supplied with books, at the expense of parents, masters or guardians; it raises the qualifications of teachers higher than formerly, and enjoins it on 'presidents, professors and tutors of colleges, preceptors and teachers of academies, and all other instructors of youth, to take diligent care and use their best endeavors to impress on the minds of children and youth committed to their care and instruction, the principles of piety and justice, and a sacred regard to truth, love of their country, humanity and benevolence, sobriety, industry and frugality, chastity, moderation and temperance, and all other virtues which are the ornaments of human society.' Such are the noble views and liberal provisions of this law—honorable to the legislative body that enacted it, by the overwhelming majority of 152 yeas to 37 nays. As the enactment of this law marked an auspicious era in our history, we had hoped it would long remain, unaltered, in our statute

titled, An act for the support and regulation of primary Schools; two hundred and fifty copies of which were ordered to be printed.

The bill after going through the usual forms, was read a third time.

July 4. On the question, "Shall this bill pass?" The yeas and nays were required by Mr. Freese. Yeas 152, nays 37.²³

Printed Journal of House of Reps.

book, and that its benign influences would extend to every district, and every youth and child within our borders:—But one of the most essential provisions of the law, that alone which could it effect upon the thousands of children in the State, was repealed by the third section of the act passed, January 1833, authorising towns ‘to dispense with the services of their superintending school committee, so far as relates to the inspection or examination of schools.’ The reason for this *dispensation*, we have understood to be, that some towns were unwilling to compensate the superintending committee for their services: but when this small expense is put in comparison with the intellectual and moral good to be secured to the rising generation—it is less than the small dust of the balance. We are happy however to add, that even in the repealing act of last session, there is one improvement upon the law of 1827, viz.: that when any poor child or children who may attend school, shall not have the necessary books to enable them to prosecute their studies to advantage—the selectmen shall provide them at the expense of their respective towns.’

This brief history of legislation on the subject of schools, shows the steady progress of public sentiment, and illustrates the authority of the PEOPLE’S will, as audibly uttered in the Constitution of 1783. The laws now in force afford the means and proffer the benefits of education to every child and youth in the State. Whoever does not avail himself of them, it is his own fault or that of the parent. The 90,000 dollars raised by law, for schools, gives an average of 455 dollars to each town, or about one dollar to each person in the State of suitable age to attend school;*

* The number of persons between 5 and 20 years, according to the last census, is 91,400, or about one third of the whole population.

The law does not exclude persons of any age from school, but contemplates the attendance of all between 4 and 21.

which is a higher sum than that raised by the famous school fund of Connecticut; the dividend of that amounting last year to but 76,933 dollars. But besides the 90,000 dollars, a large portion of the towns in the State own school lands, or funds formed from the sale of them, the interest of which is devoted to education. Moreover, the LITERARY FUND, collected by a tax on the several banks in the State, and originally designed for the 'endowment or support of a college for instruction in the higher branches of science and literature,' was, by a law in 1829, distributed among the several towns according to their apportionment of the public taxes—'to be applied to the support and maintenance of common free schools, or to other purposes of education.' The whole amount of the fund actually distributed since the passage of the law, is 95,582 dollars; and the amount annually accruing from the tax on banks to be hereafter distributed, is about 10,000 dollars.

The division of towns into school districts, renders it practicable and easy for all children in the State to attend school either summer or winter.* In 1823, the number of school districts was 1698; of school houses, 1560. Of the former at present there is known to be at least 1732, and of the latter 1601. Judging from returns received from a number of towns in Merrimack county, we conclude that 1 in 4.6 of the whole population annually attend our free schools. Including those who attend select, private schools, and also academies, we are of opinion, that 1 in 3.5 of the entire population of the State, are, during some portion of each year, in school.†

These children, thus nurtured by the State, are

* Summer schools are usually taught by females; the winter by males, each a term of about 10 weeks. In all our larger towns, some kind of school is taught the year round.

† Note B.

fast rising into intellectual manhood. Not satisfied with the bare rudiments of learning; with reading, writing and arithmetic, which 50 years ago were all that was required to be taught in our schools; they are pressing on in the high road of knowledge, and acquiring even in the district school, an education that fits them to fill both honorably and usefully the more responsible stations in society. Besides the indispensable branches of education, reading, spelling, writing, arithmetic, grammar and geography, advanced scholars in many of our schools acquire considerable knowledge of rhetoric, natural philosophy, history, chemistry, book-keeping, surveying and astronomy, and thus become qualified, in their turn, to be teachers of others.

It deserves honorable mention, that most of our approved elementary and higher class books, are the productions of New-Hampshire men. NICHOLAS PIKE, whose arithmetic has been in use for fifty years past, and is known through New-England, was a native of Somersworth. CALEB BINGHAM was a graduate of Dartmouth College, and there laid the plan of his valuable school books: of these, 20 editions of the Young Ladies Accidence, or 100,000 copies, had been printed in 1830; 20 editions of the Child's Companion, 180,000 copies; 64 editions of the American Preceptor, 640,000 copies; 22 editions of the Geographical Catechism, 100,000 copies; 23 editions of the Columbian Orator, 190,000 copies.

Of native, or resident living authors, whose works are found in most of our schools, it is sufficient praise to name Kelly's Spelling Book, Adams' Arithmetic, Blake's Historical Reader, and Geography, Hildreth's book for New-Hampshire children, Putnam's Grammar, and Analytical Reader, Hale's History of the United States,

Farmer's Historical Catechism and Constitution of New-Hampshire, Leavitt's Geography, and Vose's Astronomy.*

A few facts relative to higher schools and seminaries of learning, will still further illustrate the progress and present state of education in New-Hampshire.

The general neglect of grammar schools which were required to be kept in every town of 100 families, led the more ardent friends of education to the plan of founding ACADEMIES, in which the higher branches of education, and especially the learned languages, should be taught.

The first academy in New-Hampshire was founded at Exeter, by the Hon. JOHN PHILLIPS, and incorporated in 1781. While living, he gave to different institutions for the purposes of education, 100,000 dollars; and at his death left about 50,000 dollars as a fund for this academy. The only other academies known to have been incorporated before 1800, are New-Ipswich Academy, 1789, with a fund of 1000 pounds; Atkinson Academy, which was patronised by Hon. NATHANIEL PEABODY; the Aurean Academy at Amherst, and Chesterfield Academy, in 1790; Haverhill Academy, 1794; and Gilmanton Academy, in 1795, with a fund of 6000 dollars in money and 7000 acres of land. Since 1800, thirty-one academies have been incorporated; making 38 in all, of which about 30 are now flourishing. But few of them, however, are endowed with funds. The Union Kimball Academy at Plainfield has a fund of 40,000 dollars, principally the donation of Hon. Daniel Kimball, the income of which is devoted, mainly, to aid pious, indigent young men in preparing for the ministry. The Pinkerton Academy, at Derry, has 15,000 dollars in funds, besides real estate. The Adams Female

* Note C.

Academy in the same town, 4,000 dollars. Pembroke and Greenland Academies are well endowed. Other academies derive support from the tuition of scholars, and the subscription of proprietors and persons particularly interested in them.

The number of students, annually, in several of the most popular and flourishing of these institutions, is from 80 to 100.* The average number in each, judging from catalogues which we have seen, is 50, or 1500 in all. Most of these academies, the legislature has patronised by furnishing them with the beautiful and correct map of the State, drawn by the Hon. PHILIP CARRIGAIN. Besides these incorporated academies, public or high schools are well sustained in several other towns, by proprietors and enterprising, popular teachers. They are all useful in furnishing instructors, both summer and winter, for primary schools.

In this connexion, it deserves to be mentioned, that individuals, particularly ministers in various parts of the State, have been efficient promoters of education. It cannot be improper to speak of one, who now in old age, receives the benedictions of many of our best and most distinguished citizens. He has personally instructed 155 pupils in his own house. Of this number 105 entered college; from 40 to 50 entered the ministry; 20 the profession of the law; and 6 or 7 that of medicine. His pupils are his only children; and with a father's pride he beholds among them governors and councillors of state, judges and members of congress. One, he looks upon, whom it is honor enough to designate as the DEFENDER OF THE CONSTITUTION AND OF THE UNION.† I must add, it was with a father's heart that he followed to the grave, his favorite son—the one, who

*The whole number of pupils in Exeter Academy, during forty years from its establishment, was 1500. In many of the academies, there are two departments—male and female.

†Hon. DANIEL WEBSTER.

more than any other was his safe adviser, his cordial co-worker, and his loving friend. Rarely has a more affecting scene been witnessed than when the venerable SAMUEL WOOD of Boscawen, preached the funeral sermon of EZEKEL WEBSTER.* Though the latter had acquired wealth, extensive influence and public fame;—though in literature and sound learning, far in advance of his venerable teacher, and pastor—yet he always spoke of him with the most filial respect, and threw the whole weight of his influence in his favor. It had long been an object of Dr. Wood, to erect a building for an academy in Boscawen; and with that view had wrought shingles with his own hands, sufficient to cover the roof of one. Mr. Webster seconded his wishes, and by their united effort, the academy was completed, and went into successful operation, just before his sudden and afflictive death.

It only remains that I speak of COLLEGIATE EDUCATION in New-Hampshire. Previous to the establishment of Dartmouth College, the sons of New-Hampshire were educated at Harvard University or Yale College; these being the only ones then in New England—save that Brown University in Rhode Island was founded in 1764.

Passing over the legislative acts which have affected either favorably or unfavorably, the interests of Dartmouth College, I would remark, that the course of study pursued at this college has always been of the solid and useful, rather than of the light and ornamental kind. In 1790,

* The following notice of Mr. Webster's death, was entered in a Pastor's Journal the day on which it took place.

"April 10, 1829. This day, witnessed the most solemn scene that ever I beheld. At three o'clock P. M. Hon. Ezekiel Webster of Boscawen, commenced an argument before the Court of Common Pleas in Concord. I sat directly before him. He stood erect, firm, dignified. His voice was clear, full, strong. His plea connected, convincing, powerful. His health apparently good; and his whole appearance that of a man in the possession and exercise of the noblest powers. He had spoken about 20 minutes—when he fell backwards and expired without a struggle or a groan. The impression of this instant death was awful. Every face was pale;—every heart trembled! The immortal spirit was gone—and the realities of the invisible world seemed in full prospect. In the midst of life, we are in death. May I never forget the scene or the instruction it imparts."

the studies of the first class were, the learned languages, rules of speaking and composition, and elements of mathematics;—of the second class, the languages, geography, logic and mathematics;—of the third, besides the languages, natural and moral philosophy and rhetoric;—of the fourth, composition in English and Latin, metaphysics and natural and political law. The requisites for admission to this college, the extent of the course, and the number and character of the text or class books, have gradually risen with the progress of public improvement.* So that now the education which can there be acquired, is as thorough and complete, (with the exception perhaps of an acquaintance with natural sciences,) as can be obtained at any other college in the United States. On the triple foundation, of the learned languages, mathematics, intellectual and moral philosophy; the sons of Dartmouth build high and enduring superstructures of personal glory and public usefulness. As citizens of New-Hampshire we owe much to the influence of this college in elevating the character of our primary schools and academies, and in promoting education through our country. From its first establishment, about three-fourths of all the students, have taught schools during some portion of each year. In five years past, the average number of students has been 155, of whom 105 have been teachers in the winter, ordinarily for a term of three months. In the last two years, the number of students has been 170, of whom three-fourths were teachers. More graduates from this college are now teaching in New-England, in the southern and western States, particularly in the valley of the Mississippi, than from any other college that is known.†

The whole number who have been educated at this college is 1701. Among these are 9 presi-

* See the course of study in the Annual College Catalogues—or in the N. H. Reg.

† This statement is made on the authority of President Lord.

dents and 21 professors of colleges ; 27 doctors of Divinity ; 8 doctors of law ; 6 governors of States ; 6 senators in congress ; 29 members of congress and 7 judges of supreme courts ; 549 of the whole number, are marked as ministers of the Gospel.

To obtain a more complete view of public education in New-Hampshire, we must look also to other colleges. The number of New-Hampshire students who are known to have graduated at Dartmouth and at colleges out of the State, since the year 1800, is 825,* viz. ; at Dartmouth, 548, Harvard Ms. 105 ; Yale College, Ct. 21 ; Brown University, R. I. 12 ; Middlebury College, Vt. 30 ; Williams College, Mass. 10 ; Amherst College, Mass. 21 ; Bowdoin College, Me. 47 ; Waterville College, Me. 8 ; Burlington, Vt. University, number not known ; Union College, N. Y. 10 ; Hamilton and Princeton Colleges, N. J. and Columbia College, Dist. Col., numbers not known ; Hampden Sydney, Va. 2 ; Alleghany, Pa. 2, and Tennessee College, 1.

The number of students belonging to New-Hampshire connected with different colleges, in 1831, was 170 ; equal to one in 1500 of the whole population. In Massachusetts, the same year, the proportion was one to 1121 ; in Connecticut, one to 1455 ; while the proportion in Maine, was one to 2550 ; in Vermont, one to 2800 ; in Rhode-Island, one to 3031 ; in New-York, one to 3500, and in the southern and western States, one to about 6000. Thus New-Hampshire ranks in public education, above all the States in the Union, except Massachusetts and Connecticut ; and with laudable pride I may add, in this elevated rank, she is above every country in the world, except Scotland and Baden in Germany.†

Besides her *collegiate* sons, New-Hampshire

* Note D.

† The proportion of students in Scotland, to the whole population, is one to about 680 ; in Baden, one to 800.

furnishes a large proportion of students for the medical and theological departments. The average number of students at the Medical Institution in Hanover, for five years past, is 100; of which number, in 1832, 50 belonged to New-Hampshire. At different theological seminaries in 1829, were 35 students from N. H.; in 1830, 33; in 1831, 28; and in 1832, . Assuming 32 as the yearly average, New-Hampshire furnishes a larger proportion of theological students than any other State, except Massachusetts, Connecticut and Vermont; and the number of graduates from Dartmouth now studying theology, is greater than that from any other college, except Yale and Amherst.

Mr. President, and Gentlemen of the Historical Society.—Pardon me that I have presumed so long on your attention and indulgence. In conclusion permit me briefly to suggest:

That much more may yet be done for education in New Hampshire. New England owes her intellectual and moral glory, primarily to her religion, secondarily to her schools. Although, then, we cannot compete with our brethren of the middle and western States in the gigantic race of wealth, population and internal improvements; yet we may retain our pre-eminence in education and in moral and religious character. When their numbers shall be augmented to fifty or eighty millions; their cultivated fields extend from the Alleghany to the base of the Rocky mountains; when in the councils of the nation, our representatives shall be counted as an insignificant minority—then let our intellects, our enlightened views, our solid arguments, our eloquence and our moral dignity, secure us respect and make our voices to be heard in the halls of legislation. Did it not imply partiality, I could not forbear to name some genuine sons of New-Hampshire, trained up in our primary schools, academies and colleges, whose influence is co-extensive with the Union. Let it suffice New-Hampshire—that two of her sons

belong to the cabinet council of the nation—that our ARMY and our NAVY, directed by their wisdom, are becoming as distinguished for their TEMPERANCE as they are renowned for their valor.*

Need I add, it is the soundest policy of a State to encourage education? That this is, at once, an effective check to crime and barrier to pauperism? that it inspires noble sentiments—holds under restraint the baser passions ;—ennobles virtue and is one guarantee of the permanence of our republican institutions? Were it befitting the occasion, I would say to our honored rulers—If it is your ambition to benefit and to please the people, who have endowed you with authority ; if in your public administration, you would acquire lasting honor; if you would stamp the character of intelligence and virtue upon the face of the whole people ; if you would promote industry, order and happiness in every family, and secure to future generations the rich blessings which we now enjoy—in short, if you would raise the State, in which you have the honor to be rulers, to a still higher rank and place her, like the summit of her own mountains, above all the rest of the Union—then promote the interests of education! The sovereign voice of the people bids you do it! Were the law of 1827 restored, with the addition of the 5th section of the act of January 4, 1833 ; were a penalty also laid on towns or selectmen, for neglect of appointing and sustaining a superintending committee ; were grand jurors sworn as in former times, to present all breaches of this law ; and were academies and higher seminaries founded to raise up well qualified teachers,† then New-Hampshire would be second to no State in the good education of her children.

* Hon. LEVI WOODBURY, Secretary of the Navy, is a native of Francestown, b. 1789, graduated at Dartmouth College 1809. Hon. LEWIS CASS, Secretary of War, is a native of Exeter, and received his education at Exeter Academy. It is well known that great improvements have been introduced into the army and navy, by their regulations respecting ardent spirits.

† The subject of a seminary for teachers is one which deserves special attention.

Then her free institutions would be stable, and her character solid and weighty, as the granite of her mountains.

Finally, to give New-Hampshire youth, 'that complete and generous education, which fits a man to perform justly, skilfully, and magnanimously, all the offices both public and private, of peace and war,' there is needed a higher seminary or college, in which study and manual labor shall be conjoined. Manual labor, as part of a system of public education, has of late years engaged the attention of literary, scientific and practical men. The opinion has obtained extensive currency, and is supported by facts, that two or three hours a day spent by students in labor, would eminently conduce to the great ends of a public education. Such labor, taken at regular intervals, does not retard progress in study; it creates interest, and gives energy to the mind; promotes industry; gives a knowledge of useful arts; is eminently favorable to morality, and develops and fixes the manlier features of character. Moreover, by greatly lessening the expense, it places the means of education, within the reach of all; disparages useless distinctions in society; is most consonant to our republican institutions; preserves health, and prolongs life; increases the power and extends the field of personal usefulness, and gives that perfect symmetry to both body and mind, which the Author of nature designed in their conjoined creation, and which united with love to mankind, and love to God, constitutes human perfection.

May it be our happiness to see such an Institution reared in New-Hampshire—a proof that we are not ungrateful for the blessings of education secured by the wisdom and liberality of our fathers; nor unmindful of the duties which we owe to posterity.

APPENDIX.

NOTE A.

Elementary School Books.—For a considerable time the New-England Primer was almost the only elementary book in general use in the New-England Colonies. The Psalter was used as a *succeeding* book, and children often went from the lessons of the Primer to the Psalms of David. The Youth's Instructor was used about as early as the middle of the last century, and was one of the best publications which had preceded it in this country. The Spelling Book of Thomas Dilworth, a school-master at Wapping, in England, who died in 1781, probably followed the Youth's Instructor, and continued in use some years after the American Revolution closed. Perry's Spelling Book was used to a considerable extent as early as 1782, and it is still used in some parts of the country.

Dr. Noah Webster compiled his Spelling Book at Goshen, Orange county, in the State of New-York, in the year 1782. He was then teacher of a classical school in that place. In the autumn of that year, he carried the first copy to Philadelphia, and showed it to several members of Congress. On his way, he called on the Rev. Samuel S. Smith, then Professor of Theology in Nassau Hall, Princeton, who suggested to him the expediency of making an important alteration in putting words ending in *tion*, which had been considered as forming two syllables, into but one syllable. Doubts were entertained by Mr. W. whether such an innovation would be received by the public; yet he made it, and the event showed the correctness of Mr. Smith's opinion. The work was published by Hudson and Goodwin, at Hartford, in 1783. The number of printed copies of Mr. Webster's Spelling Book, for about thirty years, is supposed not to fall much short of *ten millions*. Mr. Webster's Grammar, entitled "A Grammatical Institute of the English Language," was published in 1784, and his American Selection of pieces for Reading soon followed. These were used in our schools for many years.

NOTE B.

	<i>Scholars.</i>	<i>Inhabitants.</i>	<i>Proportion.</i>
Concord,	900	3727	equal to 1 in 4.1
Boscawen,	477	2093	" 1 in 4.3
Canterbury,	398	1663	" 1 in 4.
Dunbarton,	362	1067	" 1 in 2.9

NOTE C.

List of School Books now used, to a greater or less extent in the District Schools of New-Hampshire ;—so far as known.

I. ELEMENTARY AND READING BOOKS.

Webster's, Marshall's, Cummings', Kelley's, Atwood's (Defining), Emerson's, Spelling Book. New Testament ; Popular Lessons ; Progressive Reader ; Leavitt's Easy Lessons ; Analytical Reader, by Samuel Putnam ; Book for N. H. Children, by Rev. H. Hildreth ; The First Reader, by Rev. J. L. Blake ; The English Reader, by Murray ; The National Reader, by J. Pierpont ; Scott's Lessons ; American Preceptor ; Historical Reader, by Rev. J. L. Blake ; Leonard's Scientific Class Book ; Sequel to Analytical Reader, by S. Putnam ; Rhetorical Analysis, by E. Porter ; Hale's History of the United States ; Parley's First Book of History ; 2d. do.

II. GRAMMAR.

Murray's English Grammar ; Murray abridged by Samuel Putnam ; Murray, Simplified by A. Fisk ; John M. Putnam's Grammar ; R. C. Smith's Grammar ; Ingersoll's Grammar ; Parkhurst's Grammar ; Frost's Grammar ; Nutting's Grammar.

III. GEOGRAPHY.

Morse's, Cummings', Adams', Worcester's, Olney's, Woodbridge's, Goodrich's, Leavitt's, Peter Parley's.

IV. ARITHMETIC.

Colburn's Arithmetic ; Emerson's North American, 1st and 2d part ; Pike's, (Improved) ; Adams', Old and New ; Walsh's ; Leavitt's Teacher's Assistant.

V. HISTORY.

Hale's History of the United States ; Whelpley's Compend ; Goodrich's History of the United States ; Farmer's Historical Catechism of N. H. ; Farmer's Constitution of N. H.

VI. MISCELLANEOUS.

Blair's Rhetoric, abridged. Conversations on Chemistry. Blake's Natural Philosophy. Vose's Astronomy ; Wilkins' Astronomy. Cummings' First Lessons in Astronomy and Geography. Flint's Surveying. Wrliford's Chirography.

NOTE D.

TABLE showing the number of Persons from New-Hampshire who have graduated at Dartmouth, Harvard, Yale, Brown, Williams, Bowdoin, Middlebury, Amherst and Waterville Colleges, since the year 1800, as nearly as can be ascertained.

	Dart.	Harv.	Yale.	Brown	Wm's.	Bowd.	Midd.	Amhe.	Wat.	Total.
1800	6	4	1							11
1801	9	3			1					13
1802	7	4								11
1803	12	6		1						19
1804	20	6								26
1805	12	2	1				1			14
1806	16	2				1				19
1807	22	3				1				26
1808	13	2	1	1	1					18
1809	12	2								14
1810	6	2		1	2	5	1			17
1811	29	1	2		1		2			35
1812	18	2		1	1	1	1			24
1813	23	5		1		1	8			39
1814	12				1	2	5			20
1815	17	3			1		2			23
1816	13	5				1	1			20
1817	20	2	1			2				25
1818	15	7	3							25
1819	13	7	1			1				22
1820	12	2	1			3	5			23
1821	12	5	3							20
1822	30	5	1			7				43
1823	24	3				5				32
1824	14	1				2	2		1	20
1825	16	3			1	4	1	3		28
1826	22	5	3		1	3	1	5		40
1827	20			1		3		1	3	28
1828	22	2				1		5	1	31
1829	26	2	1					1		30
1830	11	2				2		4		19
1831	22	4				1				27
1832	22	3		1		1		2	1	32

The number from New-Hampshire at other Colleges is omitted, as the years they severally graduated cannot be given. Four of those who were graduated at Brown, are omitted from not knowing the year they graduated.

Professional Men in New-Hampshire.

CLERGYMEN.

The number of settled ministers in New-Hampshire at the beginning of the eighteenth century was only four, viz. Rev. John Pike of Dover, Rev. John Clark of Exeter, Rev. John Cotton of Hampton, Rev. Nathaniel Rogers of Portsmouth. Rev. John Buss was at the same time a *preacher* at Durham, and in 1703, Rev. John Emerson was settled at New-Castle.

In 1727, there were eleven ordained ministers in New-Hampshire; who, with all

the civil and military officers in the province, were required to take the oath of allegiance to his Majesty King George II., and to swear 'that from their hearts, they abhorred, detested, abjured as impious and heretical that damnable doctrine that Princes excommunicated, or deprived by the Pope, or any authority of the See of Rome, may be deposed or murdered by their subjects or any other whatsoever.'

In 1767, the number of Congregational and Presbyterian ministers was 65, and the population was 52,700, giving one to every 764 inhabitants.

In 1787, the number was 78, or one to every 1770 inhabitants.

In 1800, the number was 107, or one to every 1718 inhabitants.

In 1810, there were 104, or one to every 2061 inhabitants.

In 1820, the number was reduced to 98, or one to every 2494 inhabitants.

In 1830, the number was 130, or one to every 2073 inhabitants. The oldest ministers who have been settled in N. H. now living, are Hon. Paine Wingate, in his 95th year; Rev. Nathaniel Porter, D. D., in his 89th year; Rev. Jeremiah Shaw, in his 87th year; Rev. Jeremiah Barnard, in his 84th year; and Rev. Samuel Wood, D. D., in his 82d year.

The number of ministers of other denominations at these several periods, could not be ascertained in season for this note; but the whole number who were in the ministry in the State at the commencement of the present year, according to the New-Hampshire Annual Register, was 349, or one to 783 inhabitants.

Of the Congregational and Presbyterian clergy, the number educated at college stands as follows:—At Harvard, 186; Dartmouth, 111; Yale, 39; Brown, 21; Middlebury, 20; New-Jersey, 10; Williams, 7; Bowdoin, 3; Amherst, 3; Hamilton, 1; Philadelphia, 1; at the universities of Cambridge, England, and Edinburgh and Glasgow in Scotland, as many as eight.

LAWYERS.

The number of lawyers in New-Hampshire in 1767, according to Mein and Fleming's Register of New-England for 1768, was only eight, or one to every 6600 inhabitants. Judge Pickering, who died 11 April, 1805, was the last living of these eight. Six years afterwards the number had more than doubled.

In 1787, there were 29 Practising Attorneys in New-Hampshire, or one to every 4600 inhabitants. Of these only two are living, the Hon. JEREMIAH SMITH, LL.D. of Exeter, and the Hon. WILLIAM PLUMER of Epping, both of whom have been governors of the State, and are the oldest members of the N. H. Historical Society.

In 1800, the number of lawyers practising at the Superior and Inferior Courts, was 80, or one to every 2300 inhabitants. More than half of this number have since died.

In 1810, the number was 123, or one to every 1800 inhabitants. More than half of this number have since died or left the practice. Thirty-seven of this number have died, and eight are now out of the State.

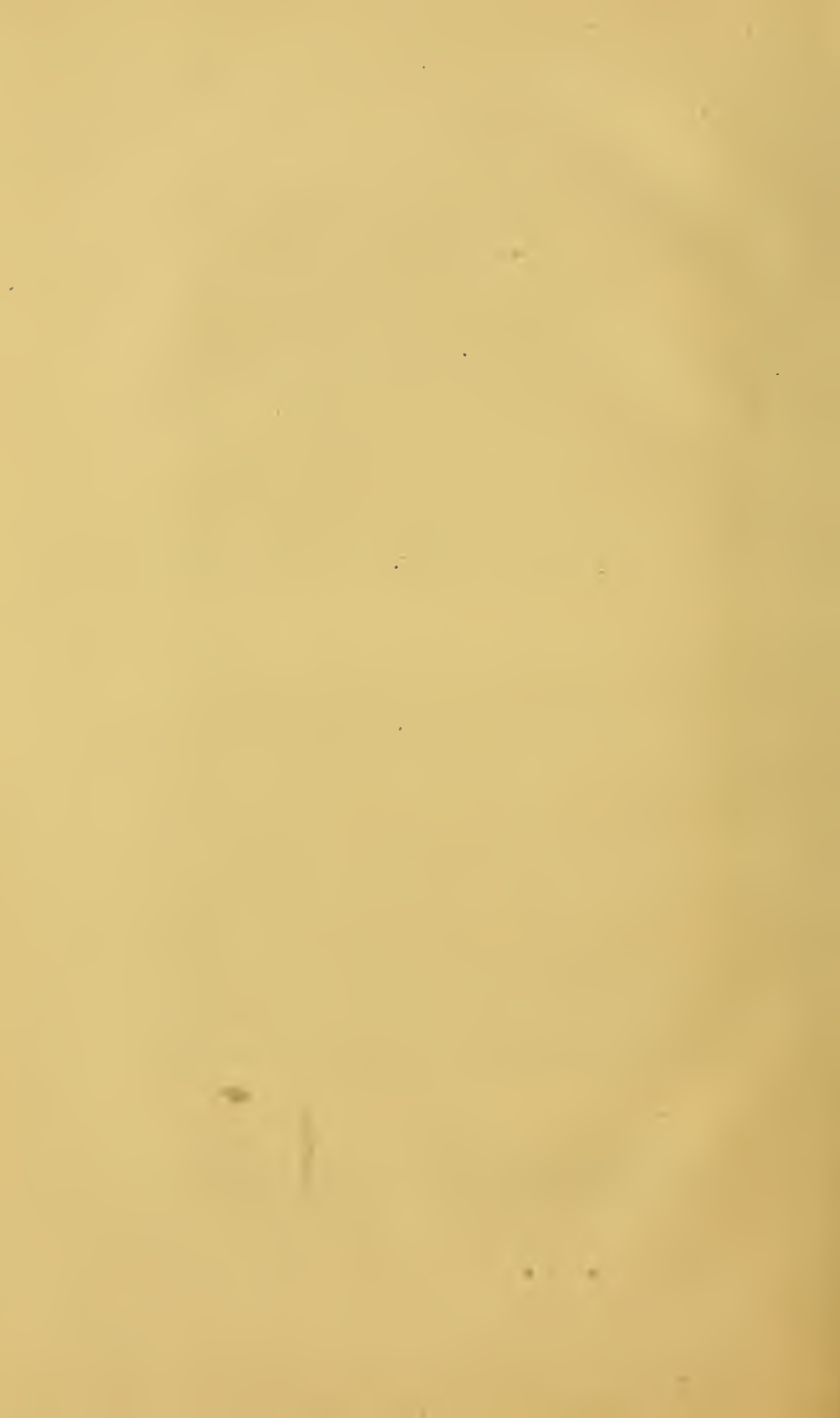
In 1820, the number was 198, or one to every 1200 inhabitants. Of these one hundred and ninety-eight, thirty-two have died, nineteen others have left the State, and thirty have retired from practice.

In 1830, the number was 232, (not including 13 who had retired from practice) or one to every 1100 inhabitants. The present number in practice may be estimated at about 207. The whole number of lawyers who have been settled in practice in this State is 472. Of this number, 182 were graduated at Dartmouth College, 104 at Harvard, 13 at Bowdoin, 6 at Yale, 6 at Middlebury, 6 at Williams, 3 at Brown, and one at each of Union, New-Jersey, Vermont, and the Roman Catholic College. One hundred and forty-eight did not graduate, although a number of them were members of college before commencing their legal studies.—*Memoirs of Lawyers in MSS.* by JOHN FARMER.

PHYSICIANS.

The physicians outnumber either of the other professions, but to give the exact number at different periods will be impossible. A Collection of their names in the different towns has been making for several years, but is not completed so far as to present the aggregate who have practised in this State from its first settlement.





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